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ABSTRACT

During 1975, seventy-seven secondary schools participated in this project to assess the post-high school educational and employment status of about one-third of the high school class of 1974 in Minnesota. The assessment procedure was developed and tested by the Minnesota Research Coordinating Unit for Vocational Education (RCU) in order to identify the relationships between high school programs and students' post high school activities. Initiated, directed, and largely conducted by the secondary schools, 17,642 former students from the Class of 1974 were followed-up. The overall rate of response by former students to the assessment was 82%, with 60% of the former students employed and 51% enrolled in postsecondary education. This document also includes a set of summary tables (for all secondary schools participating in the project during 1975) describing the educational and employment activities of former students and a discussion of project results and recommendations for future assessment efforts. (SH)

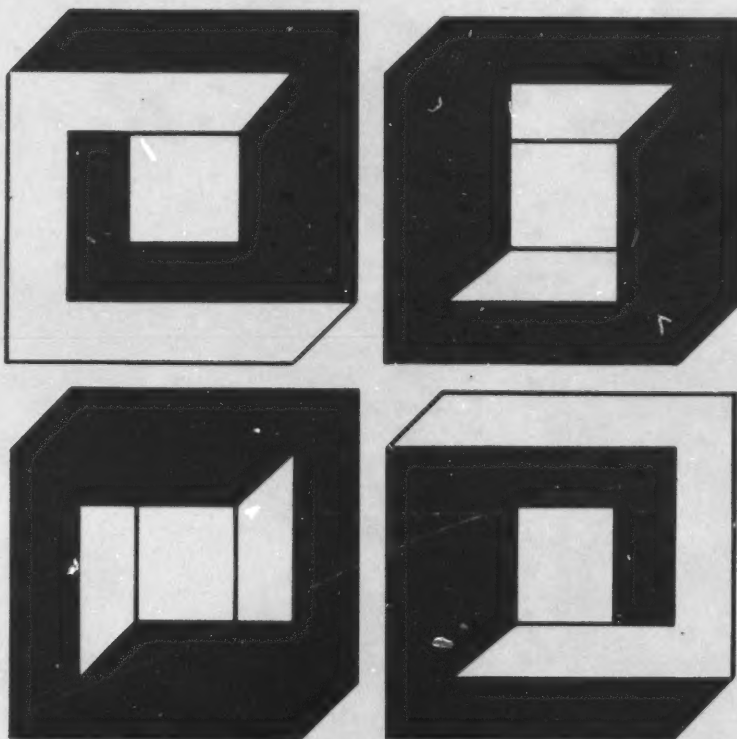
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Status of Former High School Students: Procedure for Local Assessment

Summary Report for a Statewide Sample
Class of 1974

by George Copa, Donald E. Irvin and Clyde Maurice

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ABSTRACT

The research project reported in this publication had as its purpose to assess the post-high school educational and employment status of about one-third of the high school class of 1974 in Minnesota. The procedure used was that developed and tested by the Minnesota Research Coordinating Unit for Vocational Education (RCU) over the past two years. The assessment procedure is initiated, directed, and largely conducted by local secondary school personnel with coordination and training by RCU staff. Procedures utilize a common set of data collection forms, a procedures manual for conducting the assessment, and a computer program to summarize and report the information.

Seventy-seven secondary schools participated in the project during 1975 and followed-up 17,642 of their former students from the Class of 1974. The assessment was done in April and May of 1975, approximately 10 to 11 months after the students had left high school. The overall rate of response by former students to the assessment was 82 percent. About 60 percent of the former students had paid employment and 51 percent were enrolled in post secondary education of various kinds.

This publication presents: (1) the bases for developing the assessment procedure for former secondary school students (Chapter I), (2) a brief description of the assessment procedure (Chapter II), (3) a set of summary tables for all secondary schools participating in the project during 1975, which describe the educational and employment activities of former students (Chapter III), and (4) a discussion of project results and recommendations for future research efforts focusing on assessing the status of former high school students (Chapter IV).

CHAPTER I

INTRODUCTION

Assuming that educational programs at the high school level are designed and developed to help students prepare for future activities after high school, it is important that educators identify relationships between the high school programs and students' post-high school activities. One step in better defining these relationships is identification of the post-high school activities of former students. This information is a prerequisite to effective and efficient guidance and curriculum planning activities within the high school. While the total list of possible post-high school activities in which students engage may be large, two important activities are further education or employment or both. Therefore, it seems apparent that information about these major "ends" of the high school educational process should be essential input into planning and evaluating high school programs. This report presents a summary of the procedure used and results obtained by 77 high schools in Minnesota which conducted an assessment during April and May, 1975, of their Class of 1974 to obtain information about actual post-high school educational and employment activities.

USES OF THE INFORMATION

The information about the educational and employment activities of former students can be useful to several groups of decision makers concerned with high school programs. For example, administrators, teachers, and guidance personnel can use the information as: (1) documentation of what happens to students after leaving high school, (2) as a source of information for planning the school curriculum and guidance services, and (3) as information to accurately complete local, state, and federal reports to insure accountability.

In combination with knowledge about the educational program pursued by former students, the information can also prove useful to students and parents in (1) deciding the combination of courses which will be taken in high school and (2) making decisions relative to activities to be retained or changed in the local high school.

By summarizing follow-up information from several local school districts in the State, State Department of Education officials can also use the information to assist in studying the effect of state and federal monies spent on high school programs.

CRITERIA FOR ASSESSMENT PROCEDURE

All of the high schools for which results are summarized in this report used the same basic procedures and forms to collect their assessment information. In order for the assessment procedure to function effectively and provide information of use to both local and state educational agencies, it was judged that several criteria would have to be met. The criteria and their justifications were as follows:

<u>Criteria</u>	<u>Justification</u>
1. Provide information useful in assisting local school personnel in planning and evaluation.	--Local school personnel are the closest and have the most specific control over school programs.
2. Largely directed, conducted and financed by local school.	--Insured that the information collected is useful and worth the expense. --The large size of the population to be assessed and the number of schools involved makes a centralized system difficult to manage.
3. Include all school leavers.	--Educational programs at the high school level are available to all students. --There are many interactions between programs taken by students with differing educational and employment goals.
4. Provide valid and reliable "status" information about educational and employment activities of former students.	--Employment and further education are two of the most common student activities (ends) following high school. --Status information serves as baseline for identifying subgroups requiring further study.

Criteria

Justification

- | | |
|---|---|
| 5. Produce a high rate of response from former students. | --More feasible to get agreement within and between schools on "status" as compared to "attitudinal" information. |
| 6. Reasonable cost. | --Need to insure valid and reliable information. |
| 7. Supply information which would simplify future assessment of same students. | --Low return would require additional procedures to validate the information. |
| 8. Provide consistent information across schools. | --Feasibility of implementation by local school is enhanced by lower costs. |
| 9. Link high school courses taken and other student characteristics with post-high school activities. | --Since only "status" information is collected, future assessments asking other kinds of information or dealing with particular subgroups may be necessary. |
| 10. Flexible data analysis and report generation. | --Necessary if information is to be aggregated among schools within districts and within the State. |
| | --To make information of maximum use in planning curriculum and guidance activities, these relationships needed documentation. |
| | --To efficiently satisfy information needs of several groups with a continuing variety of questions. |

Using these criteria for guidance, a set of procedures and materials were developed to accomplish the task of providing status information on former high school students. These procedures and materials were first pilot tested and evaluated during the 1972-73 school

year.¹ Based on the results of that first test, several changes were made and the procedure was again tested during the 1973-74 school year with more high schools involved.² The results of the second tests of the procedure were incorporated into the Procedures Manual³ used during the 1974-75 school year by the schools for which data is summarized in this report.

The remaining chapters of this report describe: (1) the revised procedure and materials used to conduct a locally based assessment of former students and (2) a state wide summary of the results obtained by 77 high schools in Minnesota using these procedures and materials during April and May, 1975, with school leavers from the Class of 1974.

¹ Copa, George and Donald Irvin, Status of Former High School Students: Procedure for Local Assessment--Report of the First Pilot Test, Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, August, 1973.

² Irvin, Donald and George Copa, Status of Former High School Students: Procedure for Local Assessment--Report of Final Test, Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, November, 1974.

³ Copa, George and Donald Irvin, Status of Former High School Students: Procedure for Local Assessment--Procedures Manual (3rd Edition), Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, March, 1975.

CHAPTER II

PROCEDURE USED

The primary purpose of the assessment procedure was to provide information useful to the staff and students of secondary schools in planning and evaluating their school related activities. Therefore, an important consideration in designing the data gathering forms was identification of the types of data which would be most helpful for these processes. Other considerations that served as criteria for designing the assessment procedure were to: (1) provide valid and reliable "status" information on educational and employment activities, (2) produce a high rate of response from former students (80%), (3) supply information that would simplify future assessment of the same students, and (4) provide consistent information across schools.

INFORMATION COLLECTED

Adhering to the above considerations, a combination of "in-school" data and data about the post-high school educational and/or employment activities of former students was selected as the most useful information. The following categories of information were chosen to be gathered:

1. In-school information (from school records)
 - Student's name
 - Student's address
 - Parent's name
 - Parent's address
 - Parent's telephone number
 - Vocational education courses during high school
 - Student's sex
 - Student's exit status
 - Student's MSAT raw score
 - Student's MSAT percentile score
 - Student's class rank
 - Student's membership in groups of local interest
2. Post-high school information (from former students)
 - Student's name
 - Student's address
 - Student's telephone number
 - Brief history of employment and/or educational activity since leaving high school
 - Present employment status and description
 - Present educational status and description
 - Additional: Information of interest to individual schools (optional)

These categories of information were then used to focus the development of data gathering forms. Two separate forms were developed. The Follow-Up Questionnaire was designed to collect status information about the post-high school activities of former students. The other form, designated the Information Reporting Form, was designed to record "in-school" data on the student to be followed-up and to summarize and code the follow-up data collected from the student through the Follow-Up Questionnaire.

INFORMATION REPORTING FORM

Since information collected was to be transferred to computer cards for analysis, data analysis considerations played an important part in the design and development of the Information Reporting Form shown as Exhibit I. The form facilitated the numerical coding of information which had to be transferred to computer keypunch cards. The sections of the Reporting Form are described below.

Recording "In-School" Data

The first purpose of the Reporting Form was to record "in-school" information about the student to be followed-up. This information was taken from the student's permanent record file in the school. As shown in the exhibited Reporting Form, Items 1, 2, and 3 collected the student's name, telephone number, and address, respectively. This information provided the primary means to contact the former student. Items 4, 5, and 6 on this form collected the names, telephone number, and address of the student's parents or guardian. This data provided an alternative address to which questionnaires could be sent in an attempt to contact the former student. Items 7 and 8 provided other alternate addresses which could be used to contact the students. The information in this section of the form was exclusively for the use of local school personnel in contacting former students.

The "in-school" information required for data analysis appears in the first column of the Information Reporting Form. This column is divided into three sections, each relating to a different aspect of the "in-school" characteristics of former students.

In the first section, code numbers were used to identify the student, the school, and the graduating class. Further in this section, the student's MSAT raw score (Minnesota Scholastic Aptitude Test), MSAT percentile score, class rank at the time of graduation, sex, and exit status were recorded. The exit status categories were defined as follows:

EXHIBIT I

HIGH SCHOOL FOLLOW-UP REPORT FORM

1. Student Name: _____ 2. Phone No. _____
3. Student Address: _____
4. Parent's Name: _____ 5. Phone No. _____
6. Parent's Address: _____
7. Other Contact (i.e. relative or friend) _____
8. More Current Address: _____

CARD NUMBER	CARD NUMBER 2 (1)	CARD NUMBER 3 (1)	
Student _____ School _____ Class _____ Sex _____ MSAT _____ Raw Score _____ MSAT _____ Percentile _____ Class Rank _____ Exit Status _____	Residence _____ (9-11) Location _____	 Have A Nice Day	
VOCATIONAL CLUSTERS ___ Agribusiness & Nat. Res. ___ Business & Office ___ Communication & Media ___ Construction ___ Consumer Homemaking ___ Environmental ___ Fine Arts & Humanities ___ Health ___ Hospitality & Rec. ___ Manufacturing ___ Marine Sciences ___ Marketing & Distrib. ___ Personal Services ___ Public Services ___ Transportation ___ Other No. 1 _____ ___ Other No. 2 _____ ___ Other No. 3 _____	RECENT ACTIVITIES T₁ T₂ P F Voc. School _____ Comm. College _____ Coll. or Univ. _____ Apprentice _____ Other Ed. _____ Unemployed _____ Homemaker _____ Military _____ Paid Employment _____ Other activity _____	QUESTION SET "A" ___ A1 ___ A6 ___ A2 ___ A7 ___ A3 ___ A8 ___ A4 ___ A9 ___ A5 ___ A10	
		PRESENT EMPLOYMENT STATUS Time Status _____ Occupation _____ Location _____ Industry _____ Income Group _____	QUESTION SET "B" ___ B1 ___ B6 ___ B2 ___ B7 ___ B3 ___ B8 ___ B4 ___ B9 ___ B5 ___ B10
		PRESENT EDUCATIONAL STATUS Time Status _____ School _____ Area of Study _____	QUESTION SET "C" ___ C1 ___ C6 ___ C2 ___ C7 ___ C3 ___ C8 ___ C4 ___ C9 ___ C5 ___ C10
		PROCEDURE STATUS Completeness _____	QUESTION SET "D" ___ D1 ___ D6 ___ D2 ___ D7 ___ D3 ___ D8 ___ D4 ___ D9 ___ D5 ___ D10
SUB-GROUPS ___ 1 ___ 11 ___ 2 ___ 12 ___ 3 ___ 13 ___ 4 ___ 14 ___ 5 ___ 15 ___ 6 ___ 16 ___ 7 ___ 17 ___ 8 ___ 18 ___ 9 ___ 19 ___ 10 ___ 20		COMMENTS 14	



1. Graduate - the student completed his/her educational program and received a diploma.
2. Dropout - the student left school without receiving a diploma.
3. Other - the student left school without graduating or transferring to another school, but was not considered a dropout.

The remaining two sections of the first column are entitled "Vocational Clusters" and "Sub-Groups". The "Vocational Clusters" section was used to classify students on the basis of vocational courses in which they were enrolled while in high school, and the "Sub-Groups" section was used to classify students on the basis of their membership in one or more groups of interest to local school personnel. The student was classified as a member of a particular vocational cluster if the student was enrolled in a vocationally reimbursed course related to the cluster. As shown on the Reporting Form, fifteen clusters were pre-specified and the three remaining were referred to as Other Number 1, Other Number 2, and Other Number 3. Other Number 1 and Other Number 2 referred to vocationally reimbursed programs at the local school level which did not fit into the pre-specified vocational clusters. Other Number 3 referred to students who attended cooperative secondary centers.

In the last section of the first column on the Reporting Form, students were classified into sub-groups of local interest on the basis of criteria established at the local school. No sub-groups were pre-specified; this allowed each local school the option of selecting a maximum of twenty groups which were most useful to their needs. For examples of sub-groups used by the schools, see Appendix I.

Recording "Follow-Up" Data

The second purpose of the Reporting Form was to provide for coding and recording of information received from former students during the assessment procedure. Two types of information were coded and recorded. The first type of information was that obtained from the front side of the Follow-Up Questionnaire. This information was recorded in the second column of the Reporting Form under the column designated Card Number 2. The second type of information recorded was from responses to questions formulated by local school personnel and added to the back of the Follow-Up Questionnaire. The choice of adding such questions was optional to each school; however, the Reporting Form provided the capacity for recording responses to these questions in the third column designated Card Number 3.

The second column of the Reporting Form contains five sections, all but the last recording status information from the former student.

In the first section, the residence location of the student was recorded by city in Minnesota, and for surrounding states.

The second section of this column, entitled "Recent Activities", was designed to record the former student's responses identifying the activities engaged in after leaving school until the time of the assessment and into the future. Activities were coded for four time periods. Since students described in this report were assessed within the first year after graduation, the first time period (T₁) referred to September through November, 1974, the second time period (T₂) referred to December, 1974, through February, 1975, the third time period (P) referred to present activities (about April-May, 1975), and the last time period (F) referred to future activity or the activity planned for the following October, 1975.

The third section of this column is entitled "Present Employment Status". This section of the Reporting Form provided for reporting of information which described the former student's employment activity at the time of the assessment. The information to be coded in this section identified whether the former student was full or part-time employed, the occupational title of the job held, the industry category of the business in which employed, the geographic location of the job, and the income group describing the earnings of the former student.

The fourth section, "Present Educational Status", provided for the reporting of information which described the former student's educational status at the time of assessment. The information to be coded in this section related to whether the former student was now a full or part-time student, the name of the post secondary school in which the student was enrolled, the program area being studied, and the geographic location of the school attended.

The last section of the column entitled "Procedure Status", provided for coding the degree to which the returned follow-up questionnaire was completed.

The third column of the reporting form facilitated the coding of responses to a maximum of 40 questions added to the Questionnaire by local school personnel. Four question sets, each with the capacity for reporting ten questions, were provided for in this column.

FOLLOW-UP QUESTIONNAIRE

The second form developed for use in the assessment procedure was designed to gather educational and employment information about the former student. A copy of this form appears as Exhibit II.

In view of the previously stated criteria, the Questionnaire was designed to take advantage of known questionnaire characteristics which facilitate maximized response. Examples of these characteristics include: (1) items with low threat, (2) appealing color of paper on which the questionnaire was printed, (3) ease of completion, and (4) reading level of questions.

The information needed from the former students was classified into four categories: (1) identification information, (2) recent history information, (3) present educational activity information, and (4) present employment activity information. A brief explanation of each item is given below by item number as they appear on the Questionnaire.

Items numbered 1 and 2 recorded the following information: (1) name and (2) present address and present telephone number. This information was collected primarily to identify students for future reference.

Item 3 requested information describing the kinds of activities engaged in by former students since leaving school. As shown in Exhibit II, Item 3 was subdivided into three broad categories of activities: (1) education, (2) employment, and (3) other activity. The respondents were asked to check each of the activities appropriate to them for each time period. The Questionnaire shown in Exhibit II was designed for use with students who were in the first year after leaving high school - the time period designations are, therefore, September-November, December-February, Present Activity, and Planned Activity. These time periods were chosen in order to obtain information on the sequence of activities pursued by students after leaving high school.

Item 4, Present Employment Activity, was to be completed only if the respondent checked Item 3.9, Paid Employment, in the present activity column. The purpose of this item was to describe the post-high school employment activities of high school leavers. Within Item 4, Item 4.1 requested information about part-time or full-time employment status. Item 4.2, Job Title, provided a means for classifying the former students by occupational title. Items 4.3 and 4.4 requested information about the name and location of the former student's employer. This information was desired to establish geographic location of the job and to provide a reference address for future studies, where employer might be involved. Item 4.5, Kind of Business, was used to classify the industry in which the former student worked. Item 4.6, Supervisor's Name, was included on the questionnaire to provide the name of a person who, if it was desired later, could be contacted for more information about former students on their jobs. Item 4.7 requested information on the former student's present hourly income. Items 4.6 and 4.7, because they can be threatening to some respondents, were included as items to which response was optional.

HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

STUDENT

SCHOOL

PLEASE COMPLETE AND RETURN THE FORM BELOW.

1. Name: _____ (Last) (First) (Middle Initial) (Maiden)

2. Present Address: _____ (Street or R.R.) Phone: _____ (Area Code) (Number)

(City) (State) (Zip Code)

3. Recent History: For each time period (column) in the YEAR FOLLOWING HIGH SCHOOL, check () the activities in which you were involved. Check at least one activity for each column. Note that you may respond to both the employment and education sections, mark as many as apply to you.

Activity	Time Periods		Present (Complete even if same Activity as other time period)	Planned Activity (Next Oct.)
	Sept. thru Nov.	Dec. thru Feb.		
Education:				
3.1 Vocational School	()	()	() () () () () → If you marked here, complete #5 below.	()
3.2 Community College	()	()		()
3.3 College or University	()	()		()
3.4 Apprenticeship	()	()		()
3.5 Other Education _____ (Specify)	()	()		()
Employment:				
3.6 Unemployed (looking for work)	()	()	()	()
3.7 Homemaker	()	()	()	()
3.8 Military (full time)	()	()	()	()
3.9 Paid Employment	()	()	() → If you marked here, complete #4 below.	()
Other Activity: (For example: ill, vacation, etc.)				
3.10 _____ (Specify)	()	()	()	()

4. Present Employment Activity

4.1 Hours Per Week You Work:

1. Less than 30 ()
2. 30 or more ()

4.2 Job Title: _____
(For example: Truck Driver, Secretary)4.3 Employer: _____
(Company or business name)
(If self employed, write "self")4.4 Employer's Address: _____
(Street or R.R.)

(City) (State)4.5 Kind of Business: _____
(For example: Farming, Retail Shoe Store)

Note: The following items are useful to us, but may be omitted if you prefer.

4.6 Supervisor's Name: _____

4.7 Please Mark Your Present Hourly Income:

1	2	3	4	5	6
Under	\$1.50	\$2.00	\$3.00	\$4.00	over
	to	to	to	to	
\$1.50	\$2.00	\$3.00	\$4.00	\$5.00	\$5.00

5. Present Educational Activity

5.1 Hours Per Week You Attend:

1. 1 to 12 ()
2. 13 to 18 ()
3. 19 or more ()

5.2 School Name: _____

5.3 School Address: _____
(City) (State)

5.4 Type of School: 1. Public () 2. Private ()

5.5 Major Area or Program: _____
(For example: Auto Mechanic, Elementary Teaching)

5.6 Intended occupation after completing education

(For example: Legal Secretary, Carpenter, Teacher, undecided, etc.)

THANK YOU FOR YOUR HELP

PLEASE PLACE YOUR COMPLETED QUESTIONNAIRE IN THE RETURN MAIL TODAY.

*****NO POSTAGE REQUIRED*****

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Item 5 was to be completed only if the respondent checked one of the educational activities in the present activity column. This item was developed to obtain specific information about the educational activity in which the student was involved at the time of the follow-up. Item 5.1 was designed to determine whether or not the respondent was a part-time or full-time student and Items 5.2, 5.3, and 5.4 were designed to obtain information about the name, location, and type of financing of the education institution attended, respectively. Items 5.5 and 5.6 requested the respondents to identify their present area of study and intended occupation after completion of education, respectively.

STAGES IN ASSESSMENT PROCEDURE

The primary concerns in developing the procedure were: (1) provide valid and reliable status information about education and employment activities of former students, (2) include all school leavers, (3) provide a high rate of response, (4) be largely directed, conducted, and financed by the local school, and (5) be conducted at a reasonable cost. To meet these criteria, an eight stage procedure was developed. Each of these stages was developed and placed in a procedures manual which was used to guide the local school in the conduct of the assessment. In order to meet the criteria of low cost, the manual was designed to be self-instructional to clerical staff at the local school with minimum supervision from administrative or teaching personnel. A brief explanation of each of the eight stages is presented below.

IDENTIFICATION OF POPULATION AND SUB-GROUPS

Stage 1 in the procedures manual explained the methods to be used in: (1) identifying the population to be followed-up and (2) identifying vocational clusters and sub-groups into which students were classified. To facilitate accomplishments of this stage, additional material was included. Forms were added for listing sub-groups and vocational clusters and a list of the vocational clusters was included along with the relevant code numbers, programs, and related courses for each cluster. Examples of sub-groups which could be used were also listed to guide local school personnel in the selection of meaningful groups.

COLLECTING AND CODING BASE INFORMATION

The second stage of the procedures manual presented directions for collecting and coding baseline information on each student in

the follow-up population. This information was taken from school records and coded into the reporting form previously described. Once completed, these forms were filed in a 3-ring binder and became a prime reference for later stages of the procedure.

PREPARATION FOR MAILING

The method of data collection decided upon was a mailed questionnaire. The third stage of the procedures manual provided directions for the preparation and mailing of materials to each individual to be assessed. This section identified materials required, suggested a format for the cover letter, and provided guidelines for efficient preparation of the materials for mailing.

QUESTIONNAIRE RETURN

The fourth stage of the procedures presented directions for the handling of returned questionnaires. A "filing system" was described which allowed for accurate and efficient handling of the returned questionnaires to prevent loss or damage.

NON-RESPONDENTS

The primary purpose of the fifth stage of the procedures manual was to provide directions for obtaining data from those individuals who did not respond to the first questionnaire. The process described in this stage was a two-step process. In the first step, directions were given for the preparation and mailing of a second questionnaire to all individuals not responding to the first questionnaire. A second step provided directions for contacting all non-respondents by telephone.

CODING

This stage of the procedures manual presented guidelines and directions for coding the responses from the questionnaire onto the second and third columns of the reporting form. Accurate coding was required if the data were to be summarized by computer. The following items were coded:

1. Residence location
2. Recent activities
3. Extent of present employment
4. Income
5. Employment location
6. Occupational category
7. Industry category
8. Extent of present education
9. School name
10. Educational program

To enable coding of the above information, a separate list of code numbers was provided for each of the following:

1. Minnesota cities and surrounding states
2. Occupational categories
3. Industry categories
4. Minnesota's post-secondary educational institutions
5. Educational programs

PREPARATION FOR DATA ANALYSIS

Directions were presented in Stage 7 for the preparation of forms for data analysis. Emphasis in this stage was on local school examination of the forms to ensure accurate data analysis. A Job Identification Form was included at this stage to communicate specific data summary requests.

EVALUATION AND COST OF PROCEDURE

The eighth stage of the procedures manual contained evaluation forms on which local project personnel could evaluate the follow-up procedures (i.e. costs, time requirements, rate of questionnaire return, and suggestions for improvement). A summary of this information is presented in the following tables.

Table 1 summarizes the average cost per student. These figures refer to the operational cost at the local school level (postage, clerical, supplies). The cost varied from \$1.06 to \$.90 according to the size of the group followed-up.

TABLE 1
AVERAGE COST PER STUDENT
(Postage, Clerical, Supplies)

Number of Students Followed-Up	Average Cost Per Student
0 - 250	\$1.06
251 - 500	\$1.00
501 - 750	\$.82
750 +	\$.90

Table 2 summarizes the average clerical time per student for each stage of the follow-up procedure. The procedure required an overall average time of 15 1/2 minutes per student.

TABLE 2
AVERAGE CLERICAL TIME PER STUDENT

Activity	Time Per Student (Minutes)
Collect and Code Base Information	4
Preparation and Mailing Questionnaires	4 1/2
Telephoning	1
Final Coding	6
Total	15 1/2

Table 3 summarizes, by group size, the average time local project directors spent on the project. The time spent increased as number of students followed-up increased.

TABLE 3
AVERAGE DIRECTOR'S TIME PER SCHOOL

Number of Students Followed-Up	Average Time Per School (Hours)
0 - 250	6
251 - 500	11
501 - 750	15
750 +	24

TRAINING AND MONITORING

Each school using the procedure had school representatives (usually the local project director and clerical assistants) attend a one-day workshop conducted by the Minnesota Research Coordinating Unit for Vocational Education (RCU) and designed to train school personnel in the use of the procedures manual. Following the workshop, the RCU staff monitored each school via telephone to ensure that the procedures were being used, and to keep track of each school's progress along pre-specified time lines. Activity forms and progress charts were used to record problems incurred and date on which each stage of the procedure was completed at each school. Two-way telephone communication allowed local school personnel to have questions answered when they arose.

GROUPS FOR WHICH REPORTS WERE PRODUCED

Information resulting from this procedure enabled each participating school to receive a three volume report. The first volume, VOLUME I - ALL STUDENTS, contained fourteen tables for each of four categories of former students: (1) all students, (2) graduates, (3) dropouts, and (4) other. The "Other" category, as mentioned earlier, referred to former students who did not graduate but were not considered dropouts. Two additional tables were included for each category of students in those schools which added questions to the basic Follow-Up Questionnaire.

The second volume, VOLUME II - VOCATIONAL CLUSTERS, contained fourteen tables describing the post-high school activities of former students who had enrolled in courses related to each of the vocational clusters. The third volume, VOLUME III - SUB-GROUPS, contained a set of fourteen tables for former students categorized into each of the sub-groups chosen by local school personnel.

The three volume report was prepared for each participating school. Because a common questionnaire and reporting form were used, reports were also prepared for groupings of schools such as: (1) school district reports where the district was made up of several schools, and (2) secondary cooperative centers reports where several schools participating in the center used the assessment procedure. In addition, "state" summary reports were prepared which included data from all the participating secondary schools.

A description of each of the fourteen standard tables and the two optional tables will be given in the following chapter, along with summary data for all the participating secondary schools during 1975.

CHAPTER III

SUMMARY TABLES FOR PARTICIPATING SCHOOLS—1975

Upon completion of the eight stages of the assessment procedure, each of the participating high schools returned the Reporting Forms for their students to the Minnesota Research Coordinating Unit for Vocational Education for data processing and report generation. This section of the report will: (1) describe the characteristics of participating schools, (2) describe the set of tables which was used to summarize the collected information, and (3) present summary data for all schools which participated in the assessment project during 1975.

CHARACTERISTICS OF PARTICIPATING SCHOOLS

In order to identify secondary schools which wished to participate in the Secondary School Follow-Up Project during 1975, a letter describing the procedure and asking for a "Letter of Interest" was sent to all Secondary Vocational Education Directors in Minnesota. The letter indicated that the Division of Vocational and Technical Education, Minnesota State Department of Education, had provided funds to the RCU to pay the costs of data analysis, follow-up materials, and reimburse schools for follow-up related expenses at the rate of \$.35 per student followed-up. To describe the schools which participated in the 1975 assessment project, the following factors are used: (1) location of schools within the state and (2) size of graduating classes of participating schools.

LOCATION

The geographic locations of the participating schools are shown in Figure 1 for each Economic Region in Minnesota. As shown in Figure 1, 29 of the participating schools are located in Minnesota Economic Region 11, the Minneapolis-St. Paul metropolitan area, and 48 schools were in outstate regions. There were fewer participating schools from northern and western Minnesota than from the southern part of the state. No participating schools were located in Economic Regions 2 and 5.

SIZE OF GRADUATING CLASS

The second factor used to describe the sample of schools is size of graduating class. The number of schools with different size graduating classes is shown in Table 4.

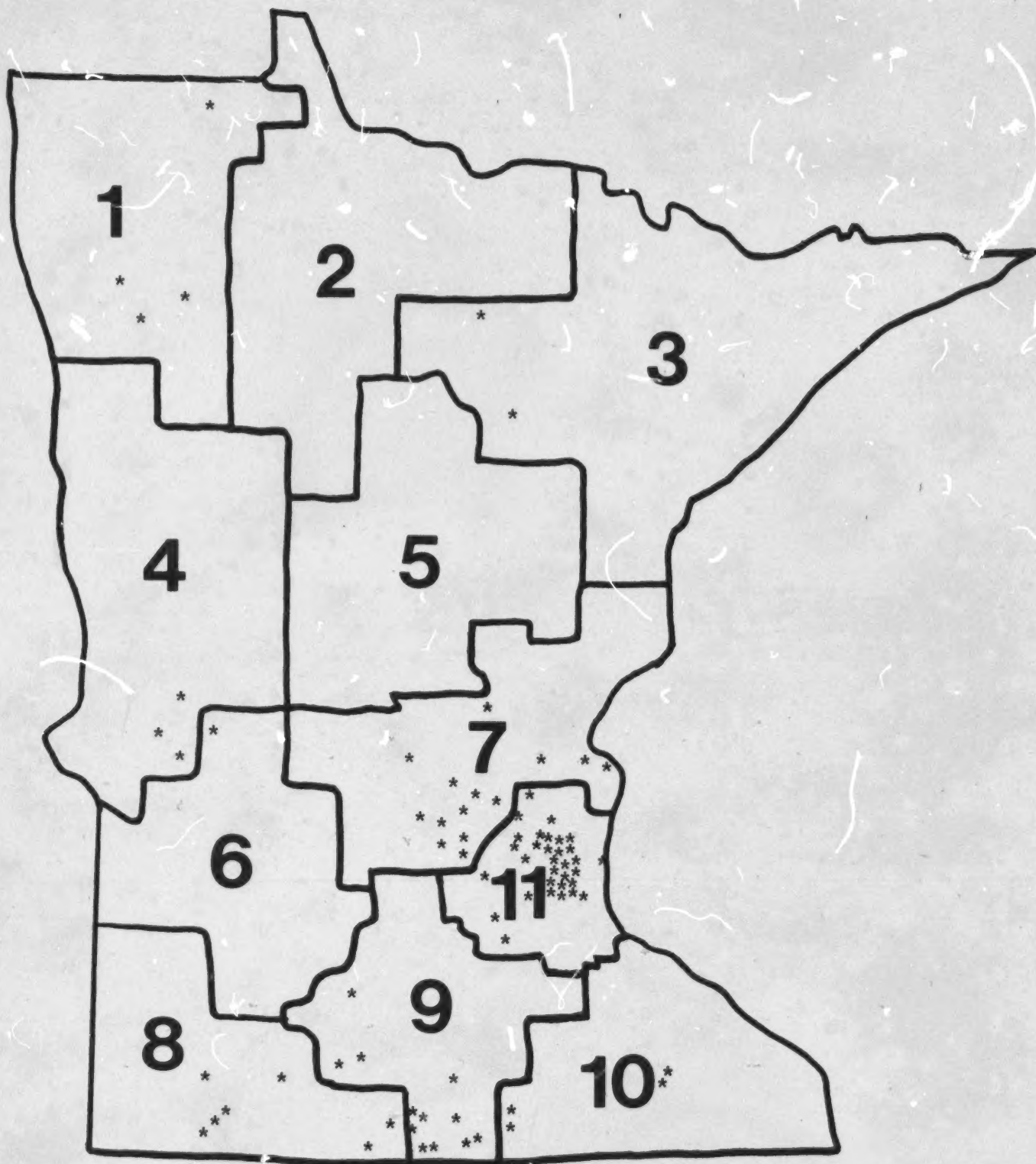


FIGURE 1
LOCATIONS OF PARTICIPATING SCHOOLS

TABLE 4
NUMBER OF SCHOOLS BY SIZE
OF 1974 GRADUATING CLASS

Size of Class	Number of Participating Schools
50 or less	21
51 - 100	8
101 - 200	18
201 - 300	7
301 - 400	7
401 - 500	3
501 - 600	9
More than 600	4
TOTAL	77

SUMMARY TABLES

This section will: (1) provide an explanation of the tables utilized to report the information collected during the assessment and (2) present summary data for all schools which participated in the 1975 assessment project. Each table is presented as an Exhibit and is accompanied by an explanation. Except where inappropriate for presentation and explanation in this report, (Exhibits VIII and X), all presents have similar formats. Data are presented as percents for males, females, and total. These percentages are calculated on the total in each respective column. These totals are shown in parenthesis () as the last row in each table. Totals will vary between tables depending on the number of former students who responded to the question being reported in the table. In addition to these summary percentages, a column of blanks entitled "Your School" is included so that data from your school, if available, may be compared with the summary data in the tables. In the reports generated for each participating school, both percentages and actual counts were provided.

TABLE 1: QUESTIONNAIRE RESPONSE

The first table (see Exhibit III) summarizes the rate of response by former students to the assessment. The responses were divided into three categories: Return Complete, Return Incomplete, and No Return Received. The Return Complete category identifies the percentage of former students who returned completed questionnaires. The Return Incomplete category identifies the percentage of former students who returned questionnaires, but the questionnaires were not complete.

And the No Return Received category includes the percentages of former students who did not return a questionnaire. For each category, the results are presented for males, females, and the total group.

EXHIBIT III

TABLE 1: QUESTIONNAIRE RESPONSE

Status	Male	Female	Total	Your School
Return Complete	80.0%	83.5%	81.8%	_____
Return Incomplete	3.5%	2.9%	3.2%	_____
No Return Received	16.5%	13.6%	15.0%	_____
TOTAL ASSESSED	100.0%	100.0%	100.0%	_____
	(8,779)	(8,863)	(17,624)	_____

TABLE 2: PRESENT ACTIVITY

The information on the present activity of former students was presented in the second summary table (see Exhibit IV). "Present" refers to the time of the assessment which was April and May of 1975, approximately 10 to 11 months after leaving secondary school. This information was again provided for males, females, and the total group. The present activity categories used for this table were divided into three broad categories: Educational Activity, Employment Activity, and Other Activity.

The Educational Activity category was divided into five sub-categories: Vocational School, Community College, 4-Year College or University, Apprenticeship, and Other Education. The Vocational School category included those former students indicating they were enrolled in public or private vocational schools or institutes. The Community College category included those indicating enrollment in two year public or private community (or junior) colleges. The category, 4-Year College or University, included those enrolled in four year public or private college or universities. Those indicating they were enrolled in apprenticeship programs were included in the category called Apprenticeship. Former students indicating they were involved in educational activities not included in any of the above categories were counted in the Other Education category.

The employment activity category was divided into four sub-categories: Unemployed, Homemaker, Military, and Paid Employment. The Unemployed category included those who indicated they did not have paid employment, but were seeking it. The Homemakers category included

those former students who indicated they were maintaining a household. The Military category contained those former students who indicated they were in the military service full-time. Those indicating they were working for pay were categorized in the Paid Employment category.

The third Present Activity category, entitled Other, contains former students who reported that they were engaged in some activity not categorized above. All percentages shown in Exhibit IV are based on a non-duplicated total count of individuals as shown in the bottom row in the Table. Since double counts are possible when students have both an educational and employment activity, two "totals" are shown. The first total represents the number of responses and the second the number of former student responding.

EXHIBIT IV
TABLE 2: PRESENT ACTIVITY

Present Activity	Male	Female	Total	Your School
EDUCATIONAL				
Vocational School	13.0%	10.8%	11.9%	_____
Community College	9.8%	9.2%	9.5%	_____
4-Year College or University	24.0%	26.1%	25.1%	_____
Apprenticeship	0.8%	0.2%	0.5%	_____
Other Education	4.5%	4.1%	4.3%	_____
EMPLOYMENT				
Unemployed	10.3%	10.6%	10.5%	_____
Homemaker	0.2%	9.3%	4.8%	_____
Military	9.6%	1.2%	5.3%	_____
Paid Employment	60.9%	59.9%	60.4%	_____
OTHER				
Other Activity	1.9%	2.1%	2.0%	_____
TOTAL RESPONSES	135.0%	133.5%	134.2%	_____
	(9,827)	(10,165)	(19,992)	_____
TOTAL REPORTING ACTIVITY	100.0%	100.0%	100.0%	_____
	(7,278)	(7,615)	(14,893)	_____

TABLE 3: COMBINATION OF PRESENT ACTIVITIES

Table 3 (see Exhibit V) shows a more detailed description of the present activity status of students. It was possible for an individual to be counted in more than one category in Table 2, for example, Homemaker

and Vocational School. Therefore, Table 3 was designed to present several selected categories, each independent of the others. The categories presented were selected for their anticipated usefulness to local school personnel and do not represent an exhaustive list of possible categories.

EXHIBIT V

TABLE 3: COMBINATIONS OF PRESENT ACTIVITIES

Present Activities	Male	Female	Total	Your School
Paid Employment (only)	34.0%	34.0%	34.0%	_____
Unemployed (only)	5.6%	4.7%	5.1%	_____
4-Year College or University	13.1%	14.5%	13.8%	_____
Education only (exc. college or univ.)	6.9%	7.7%	7.3%	_____
Paid Employment and Homemaker	0.1%	2.2%	1.2%	_____
Paid Employment and Voc. School	7.6%	5.4%	6.5%	_____
Paid Employment and Community College	6.2%	5.7%	6.0%	_____
Paid Employment and College or Univ.	8.1%	8.6%	8.4%	_____
Paid Employment and Other Education	1.6%	1.9%	1.7%	_____
Education and Home- maker	0.0%	0.3%	0.2%	_____
Education and Unemployed	3.8%	4.5%	4.2%	_____
Activities Other Than the Above	13.0%	10.5%	11.7%	_____
TOTAL REPORTING ACTIVITY	100.0% (7,278)	100.0% (7,615)	100.0% (14,893)	_____

TABLE 4: TIME STATUS FOR INDIVIDUALS IN
SCHOOL AT PRESENT

The time status of individuals who were in school at the time of the assessment is presented as a percentage in Table 4 (see Exhibit VI) for males, females, and total group. Full-time was defined as being enrolled for 19 or more hours per week for students attending a vocational school or institute and 13 or more hours per week for

students attending a community college, college, or university. Students were classified part-time if they were enrolled in a vocational school or institute for 19 or fewer hours per week or in a community college, college, or university for 12 or fewer hours per week.

EXHIBIT VI

TABLE 4: TIME STATUS FOR INDIVIDUALS IN SCHOOL AT PRESENT

Status	Male	Female	Total	Your School
Full Time	89.4%	87.6%	88.5%	_____
Part Time	10.6%	12.4%	11.5%	_____
TOTAL REPORTING SCHOOL STATUS	100.0% (3,557)	100.0% (3,669)	100.0% (7,226)	_____

TABLE 5: TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

The time status, part-time or full-time, of individuals who were employed at the time of the assessment is reported as percentages in Table 5 (see Exhibit VII) for males, females, and the total group. Full-time was defined as being employed 30 or more hours per week. Part-time was defined as being employed 29 or fewer hours per week.

EXHIBIT VII

TABLE 5: TIME STATUS FOR INDIVIDUALS EMPLOYED AT PRESENT

Status	Male	Female	Total	Your School
Full Time	68.2%	64.6%	66.4%	_____
Part Time	31.8%	35.4%	33.6%	_____
TOTAL REPORTING EMPLOYED STATUS	100.0% (4,288)	100.0% (4,466)	100.0% (8,754)	_____

TABLE 6: PRESENT RESIDENCE LOCATION

The present residents location of former students was reported in Table 6 (see Exhibit VIII). "Present" refers to the time of assess-

ment which was April and May, 1975, approximately 10 to 11 months after leaving school. The format of Table 6 as shown in this report is altered from that used for individual participating school reports in order to make the summary information more meaningful. For individual school reports, Table 6 showed the location of the residence of their former students by economic region and city name within Minnesota and for surrounding and other states. Table 6, as presented in this report, describes the number of students leaving participating schools in each economic region in Minnesota and where they were approximately 10 to 11 months later. No data are reported for Economic Region 2 and 5 since there were no participating schools from these regions. Also, the number of students reported for Region 6 is very small and, therefore, the data for Region 6 should not be generalized to other schools in that Region.

EXHIBIT VIII

TABLE 6: PRESENT RESIDENCE LOCATION

Economic Region of School Location	Total Reporting From Schools in Region ^a	Present Residence Location		
		Same Region In Minnesota	Different Region In Minnesota	Different State
1	207	71%	26%	3%
2	0 ^b	---	---	---
3	397	71%	18%	11%
4	183	80%	13%	7%
5	0 ^b	---	---	---
6	19 ^c	47%	43%	10%
7	1,558	72%	20%	8%
8	615	65%	28%	7%
9	958	89%	8%	3%
10	1,067	64%	16%	20%
11	9,731	88%	5%	7%
TOTAL REPORTING RESIDENCE	14,735	83%	9%	8%

^aTotal includes only those former students who reported their residence location from participating schools in each economic regions.

^bThere were no participating schools from Economic Region 2 and 5.

^cOnly one, small school participated from Region 6; because of the small number of students, the data for Region 6 should not be generalized to other schools in that Region.

**TABLE 7: SCHOOLS ATTENDED BY INDIVIDUALS
AT PRESENT**

The percentages presented in Table 7 (see Exhibit IX) are intended to identify the types of post secondary institutions in which former students were enrolled approximately 10 to 11 months after leaving high school. The following categories were used for this report: University of Minnesota (all campuses), State Universities, Area Vocational Technical Institutes, Private Vocational Schools, State Community Colleges, Private Junior Colleges, Private Liberal Arts Colleges, Institutions Outside of Minnesota. Reports for each individual participating school presented a count of individuals by name of institution and major area of study within each institution.

EXHIBIT IX

TABLE 7: SCHOOLS ATTENDED BY INDIVIDUALS AT PRESENT

School	Male	Female	Total	Your School
University of Minn. (all campuses)	20.1%	15.8%	17.9%	_____
State Universities	10.1%	13.3%	11.7%	_____
Area Vocational- Technical Institutes	25.3%	20.1%	22.7%	_____
State Community Colleges	20.0%	20.0%	20.0%	_____
Private Vocational Schools (including health related)	2.2%	5.0%	3.6%	_____
Private Jr. Colleges and Private Liberal Arts Colleges	12.3%	14.6%	13.5%	_____
Institutions Outside Of Minnesota	10.0%	11.2%	10.6%	_____
 TOTAL	 100.0%	 100.0%	 100.0%	 _____
	(3,366)	(3,681)	(7,047)	_____

TABLE 8: PRESENT EMPLOYMENT LOCATION

The present location of employers of former students was reported in Table 8 (see Exhibit X). "Present" again refers to the time of assessment which was April and May, 1975, approximately 10 to 11 months after leaving school. As with Table 6, the format of Table 8 as shown in this report is altered from that used for individual participating school reports in order to make the summary information more meaningful. For individual school reports, Table 8 showed the location of the employer of former students by economic region and city name within Minnesota and for surrounding and other states. Table 8 as presented

in this report describes the number of students leaving participating schools in each economic region in Minnesota and where they were working approximately 10 to 11 months later. No data are reported for Economic Regions 2 and 5 since there were no participating schools from these regions. Also, the number of students reported for Region 6 is very small and, therefore, the data for Region 6 should not be generalized to other schools in that Region.

EXHIBIT X

TABLE 8: PRESENT EMPLOYMENT LOCATION

Economic Region Of School Location	Total Reporting From Schools In Region ^a	Present Employment Location		
		Same Region In Minnesota	Different Region In Minnesota	Different State
1	113	81%	17%	2%
2	--- ^b	---	---	---
3	207	77%	16%	7%
4	101	80%	18%	2%
5	--- ^b	---	---	---
6	8 ^c	25%	50%	25%
7	948	70%	28%	2%
8	348	74%	16%	10%
9	444	80%	13%	7%
10	622	88%	7%	5%
11	5,950	93%	4%	3%
TOTAL REPORTING EMPLOYMENT LOCATION	8,741	88%	8%	4%

^aTotal includes only those former students who reported their employment location from participating schools in each economic region.

^bThere were no participating schools from Economic Regions 2 and 5.

^cOnly one, small school participated from Region 6; because of the small number of students, the data for Region 6 should not be generalized to other schools in that Region.

TABLE 9: INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

The information presented in Table 9 (see Exhibit XI) was used to categorize the employment activities of former students by type of industry in which they were employed at the time of the assessment. Industry describes the kind of business in which former students

were employed. The industry categories used were the same as the broad reporting categories used by the U.S. Bureau of the Census. These categories were: Agriculture, Fisheries and Forestry; Mining; Construction; Manufacturing; Transportation, Communication, and Public Utilities; Wholesale/Retail Trade; Finance, Insurance, and Real Estate; Business and Repair Service; Personal Service; Entertainment and Recreation; Professional and Related Service; and Public Administration. Percentages in Table 9 were based on the total number of former students reporting their industry.

EXHIBIT XI

TABLE 9: INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

Industry	Male	Female	Total	Your School
Agriculture, Forestry, and Fisheries	5.6%	0.4%	3.0%	_____
Mining	0.2%	0.1%	0.1%	_____
Construction	5.9%	0.6%	3.2%	_____
Manufacturing	23.2%	13.6%	18.3%	_____
Transportation, Comm., and Other Public Utilities	6.3%	2.7%	4.5%	_____
Wholesale and Retail Trade	38.7%	37.9%	38.3%	_____
Finance, Insurance, and Real Estate	1.1%	10.6%	5.9%	_____
Business and Repair Services	4.2%	2.2%	3.1%	_____
Personal Services	2.5%	4.8%	3.7%	_____
Entertainment and Recreation Services	2.0%	1.6%	1.8%	_____
Professional and Related Services	8.4%	22.0%	15.4%	_____
Public Administration	1.9%	3.5%	2.7%	_____
TOTAL REPORTING INDUSTRY	100.0% (4,227)	100.0% (4,454)	100.0% (8,681)	_____

TABLE 10: OCCUPATION IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

Information relative to the occupations in which individuals were employed at the time of the assessment is presented in Table 10 (see Exhibit XII). Occupation characterizes the type of job or work activities done by former students. The categories used for Table 10 were the same as those categories used by the U.S. Bureau of the Census.

Approximately 360 occupational categories were used to describe the type of jobs held by former students from the participating schools. However, only the 10 broad summary categories are presented in Exhibit XII.

EXHIBIT XII

TABLE 10: OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

Occupation	Male	Female	Total	Your School
Professional-Technical	2.8%	3.4%	3.2%	_____
Managers, except farm	3.7%	1.6%	2.6%	_____
Sales Workers	7.3%	10.1%	8.8%	_____
Clerical	11.1%	46.0%	28.8%	_____
Craftsmen	14.8%	2.0%	8.3%	_____
Operatives	19.5%	6.1%	12.7%	_____
Laborers, except farm	18.6%	2.1%	10.2%	_____
Farmers	4.5%	0.2%	2.3%	_____
Service Workers	17.7%	28.5%	23.2%	_____
TOTAL	100.0% (4,303)	100.0% (4,481)	100.0% (8,784)	_____

TABLE 11: WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

The approximate wage distribution of those individuals who where employed at the time of the assessment is presented in Table 11 (see Exhibit XIII). This item was optional on the assessment questionnaire; however, about 84 percent of those who said they were employed completed the item. The percentages shown were based on the total number of individuals who reported their wage category.

EXHIBIT XIII

TABLE 11: WAGES OF INDIVIDUALS EMPLOYED AT PRESENT

Wage Categories	Male	Female	Total	Your School
Below 1.50 per hour	1.1%	1.8%	1.5%	_____
1.60 - 2.00 per hour	4.0%	11.5%	7.9%	_____
2.00 - 3.00 per hour	44.4%	65.2%	55.3%	_____
3.00 - 4.00 per hour	30.5%	18.3%	24.1%	_____
4.00 - 5.00 per hour	13.1%	2.2%	7.4%	_____
Above 5. 0 per hour	6.9%	1.0%	3.8%	_____
TOTAL REPORTING WAGES	100.0%	100.0%	100.0%	_____
	(3,585)	(3,933)	(7,518)	_____

TABLE 12: RECENT ACTIVITY HISTORY OF INDIVIDUALS

The information presented in Table 12 (see Exhibit XIV) is intended to describe the sequence of activities of former students from the time of leaving school through the time of the assessment. The time periods utilized were: T₁, September 1974 - November 1974; T₂, December 1974 - February 1975; T₃(P), Date of Assessment (approximately April - May, 1975); and T₄(F), planned activity as of October, 1975.

The number of former students in each activity for each time period is shown in the two rows following each activity category in Table 12. The rows are labeled by the "status" of the former student for the given time period; the labels used are "remaining" and "new". "New" refers to the individual reporting an activity for the first time in a given time period. All individuals summarized in the "T₁" time period are reported in the "new" row because this is the first time they are reporting an activity. In the "T₂" column, "remaining" refers to the individuals who reported an activity in "T₁" and again reported the same activity in "T₂". Those former students reporting an activity for the first time during T₂ are reported in the "new" row. Similarly for the "T₃(P)" time period column, individuals who reported an activity in "T₂" and again reported the same activity in "T₃(P)" are summarized in the "remaining" row while those reporting the activity for the first time during "T₃(P)" are reported in the "new" row. Note that status in the "remaining" row is dependent only on the one previous time period and not several previous periods. For example, status in the "remaining" row for "T₃(P)" is based on the activities reported in "T₂" only, and not "T₁" and "T₂". As an example, for the Vocational School activity, 1,874 former students reported they were enrolled

during September through November, 1974; of this 1,874 students, 1,622 remained enrolled during December, 1974 through February, 1975 and 185 new former students enrolled during this latter time period for a total enrollment of 1,807 ($1,622 + 185$). Of the 1,807 enrolled in vocational school during December, 1974, through February, 1975, a group of 1,508 remained enrolled in April or May, 1975, and 261 new students enrolled during April or May, 1975, for a total enrollment of 1,769 ($1,508 + 261$). Of the 1,769 enrolled in April or May, 1975, a group of 884 planned to be enrolled in October, 1975, while 471 new students planned to be enrolled in October, 1975, for a total of 1,355 ($884 + 471$).

As in Table 1, individuals could be reported in more than one activity for any given time period (i.e. they could be in Vocational School or Unemployed). The "total reporting activity" row summarizes all former students responding to the activity questions for each time period; however, former students are counted only once no matter how many activities they indicated for a time period. From the "total reporting activity" row, it can be seen that a large number of former students did not report their future activity (October, 1975); the number of students reporting dropped from 14,893 for "T3(P)" to 11,374 for "T4(F)". Because of the drop in number reporting for "T4(F)", care must be used in generalizing from the numbers reported in the "T4(F)" column, particularly for those "remaining" in an activity such as education. It is likely that the numbers reported in the "T4(F)" column are under estimates of the actual number "remaining" in a selected activity.

EXHIBIT XIV

TABLE 12: RECENT ACTIVITY HISTORY OF INDIVIDUALS

Activity	Status	-----Time Period-----			
		T1	T2	T3(P)	T4(F)
Vocational School	Remaining	.....	1,622	1,508	884
	New	1,874	185	261	471
Community College	Remaining	.....	1,353	1,316	1,004
	New	1,517	120	100	190
4-Yr College or University	Remaining	.....	3,647	3,559	3,159
	New	3,823	21	175	386
Apprenticeship	Remaining	.....	69	53	28
	New	81	24	22	38
Other Education	Remaining	.....	307	277	174
	New	374	80	364	77
Unemployed	Remaining	.....	815	864	240
	New	1,056	467	699	49
Homemaker	Remaining	.....	521	580	591
	New	530	96	136	96
Military	Remaining	.....	669	723	701
	New	689	95	72	57
Paid Employment	Remaining	.....	7,149	7,360	5,168
	New	7,779	782	1,633	650
Other Activity	Remaining	.....	190	141	98
	New	292	136	151	69
TOTAL REPORTING ACTIVITY		14,172	14,323	14,893	11,374

TABLE 13: MSAT PERCENTILE OF INDIVIDUALS

The MSAT Percentile Rank of former students was reported by deciles in Table 13 (see Exhibit XV). The MSAT Percentile Rank reported was the "J" score. The total number of individuals for which the MSAT Score was reported is summarized in the Total row. Percentages are based on this total.

EXHIBIT XV

TABLE 13: MSAT PERCENTILE RANK OF INDIVIDUALS

Percentile	Male	Female	Total	Your School
90 - 99	9.0%	11.1%	10.1%	_____
80 - 89	9.5%	10.7%	10.1%	_____
70 - 79	7.7%	8.4%	8.1%	_____
60 - 69	9.7%	10.2%	10.0%	_____
50 - 59	11.7%	11.9%	11.8%	_____
40 - 49	9.1%	8.8%	9.0%	_____
30 - 39	12.7%	12.4%	12.5%	_____
20 - 29	9.8%	9.2%	9.5%	_____
10 - 19	10.8%	8.9%	9.8%	_____
1 - 9	10.0%	8.4%	9.2%	_____
TOTAL	100.0%	100.0%	100.0%	_____
	(6,960)	(7,229)	(14,189)	_____

TABLE 14: CLASS RANK OF INDIVIDUALS

The class rank of former students was presented by quartiles in Table 14 (see Exhibit XVI). The total number of individuals for which the class rank was reported is summarized in the Total row, and percentages are based on this total.

EXHIBIT XVI

TABLE 14: CLASS RANK OF INDIVIDUALS

Quartile	Male	Female	Total	Your School
Upper 1/4	18.7%	33.0%	26.0%	_____
Second 1/4	22.8%	28.6%	25.7%	_____
Third 1/4	27.9%	23.7%	25.8%	_____
Lower 1/4	30.6%	14.7%	22.5%	_____
TOTAL	100.0%	100.0%	100.0%	_____
	(7,629)	(7,805)	(15,434)	_____

TABLES 15 AND 16: ADDED QUESTIONS

A series of sub-tables was presented in Tables 15 and 16 for questions added to the basic Follow-Up Questionnaire by individual schools. Sub-tables were titled by question number (e.g. A-10, A-02). An exhibit of Tables 15 and 16 is not shown in this report since the questions reported were specific to individual schools and, therefore, could not be summarized across all schools participating in the project.

CHAPTER IV

RESULTS AND RECOMMENDATIONS

The summary tables and procedure used to collect information described in this report were the result of programmatic research and development activities by the Minnesota Research Coordinating Unit for Vocational Education during the past three years. These activities were directed at developing a procedure which could be used effectively and at low cost by secondary schools to assess the status of former students. The number of schools using the assessment procedure and their success during the 1974-75 school year was a highlight to the program of research and development.

RESULTS

Although a large number of participating schools and thorough data collection are prerequisites to success of the assessment effort, real success will depend on how and to what extent the information collected and reported at both the local and state level is used. Information not used is not effective and expensive, regardless of its volume, quality, and cost. Some uses of the assessment information are emerging but have yet to be followed through in order to evaluate their full impact. Where the assessment procedure has been used, the local school knows what happened to its former students in an accountability sense. School officials can document this information for parents, present and future students, school staff, community and others to whom more formal reports are required (e.g., state department of education). Where the assessment procedure has been used, the school, through its former students, can show its linkages to the local community and the state through such characteristics as where former students live and work, what kind of jobs they have, types of business for which they work, how much wages they earn, where they go to school, and what types of educational programs they take. Where the assessment procedure has been used, the school has linked itself to its former students as alumni. The school's interest in their activities has been shown as one means of facilitating future communications for many other purposes. Perhaps most important, where the schools have used the assessment procedure, discussions about former students have shifted from a focus of "What happened?" to "Why did it happen?" Questions about "why" are of a higher level and more appropriate to the ability and interests of school personnel in positions to influence the quality of secondary education in the state.

RECOMMENDATIONS

A program of research and development rarely provides answers without uncovering more questions - this program was no exception. Some of the questions which became apparent were as follows. First, "How closely do high school students' plans correspond to what they actually do after leaving high school, and if they do not, why?" Probing this questions would allow making follow-up data "criterion referenced" (using the student plans as the criterion) rather than its usual use in a normative way (e.g., comparing school to a state average). Answers to the question, "Why is there not a correspondence?" may define factors over which the school could exert more influence in a positive way.

A second question was, "What are the non-respondents to the assessment procedure like?" "Are they like those that respond or different somehow?" Even an 80+ percent return is not enough if the non-respondents are extremely different from respondents. This factor becomes very important when generalizing from the sample of respondents to the total group of former students especially for characteristics involving small percentages.

The third question identified was, "Can a small number of questions be formulated which ask former students to judge the quality of their high school experience in a way which is valid, reliable, and of common agreement to most secondary schools?" Present questions on the follow-up questionnaire relate to present status and, therefore, are descriptive in nature. Another area of questions used by several schools as "added questions" related to the quality dimension. If a valid, reliable, and mutually agreeable set of questions with this focus could be developed, normative summary information for comparisons could then be produced.

A fourth question raised was, "To what extent do post-high school activities change in the second, third, fourth, and fifth year after leaving high school?" A few schools have used the assessment procedure successfully to obtain information from former students at various times after leaving high school, but only a small number of schools have been involved and the data has always been cross-sectional rather than longitudinal. A longitudinal study, where the same students are followed-up each year, would document the extent of change in activities over time and allow asking "why" the changes were made.

Finally, a fifth and important question was "How can more and better use be made of the assessment information by the local and state educational agency?" Having the information available leads to, but is not the same as, using the information for accountability and decision making purposes. Additional study is necessary to determine more specifically: (1) who can use the information, (2) for what decisions or activities the information is relevant, (3) when (timewise) the information is necessary, (4) what format and means of communication the information is most effective, and (5) what additional information should be collected. Answers to these questions can be thought of as "feedback" to improve the assessment procedure.

The assessment procedure at its present development level is available and works well for what it was intended. Efforts will be made to encourage its use on an even wider scope. However, the five questions described above form the basis for continued research and development efforts at assessing the status of former secondary school students. These efforts should result in more effective procedures, new answers, and assuredly more questions - all direct at improving the quality of secondary school education in Minnesota.

APPENDIX I

EXAMPLE SUB-GROUPS OF INTEREST TO PARTICIPATING SCHOOLS

1. Students in National Honor Society
2. Students in Future Farmers of America
3. Students with three years of mathematics
4. Recipients of vocational rehabilitation services
5. Students with high absenteeism (over 10 days)
6. Students participating in athletics
7. Students who entered this school after ninth grade
8. Financially disadvantaged students
9. Students with foster parents or guardians
10. Students taking college preparatory courses
11. Students taking vocational technical courses
12. Students in zero to tenth percentile on SCAT verbal
13. Students in cooperative program
14. Students in alternative school
15. Students taking advanced biology courses
16. Handicapped students
17. Students with selected father's occupation
18. Top 50 students in the class
19. Students taking special education courses
20. Students taking developmental reading
21. Students from one-parent families
22. Students taking two or more years of language
23. Students taking full sequence of selected courses
24. Students residing in a selected geographic area

APPENDIX II

MINNESOTA SECONDARY SCHOOLS PARTICIPATING IN FOLLOW-UP PROJECT - 1975

<u>NAME OF SCHOOL</u>	<u>NUMBER FOLLOWED-UP</u>
1. Alden-Conger High School	45
2. Annandale High School	96
3. Anoka Senior High School	718
4. Becker High School	27
5. Bigfork High School	58
6. Big Lake High School	46
7. Blue Earth High School	128
8. Brewster Public Schools	32
9. Bricelyn High School	29
10. Brooklyn Center High School	189
11. Buffalo High School	180
12. Cambridge Senior High School	187
13. Centennial High School	224
14. Coon Rapids Senior High School	676
15. Cyrus High School	20
16. Delando High School	92
17. Delavan High School	26
18. East Chain High School	24
19. Elk River Senior High School	261
20. Elmore High School	34
21. Freeborn High School	28
22. Frost High School	21
23. Fulda High School	90
24. Granda-Huntley High School	42
25. Grand Rapids Senior High School	491
26. Hancock High School	29
27. Hoffman High School	29
28. Kiester-Walters High School	42
29. Lafayette High School	68
30. Madelia High School	104
31. Maple Lake High School	50
32. Mapleton High School	48
33. Mentor High School	20
34. Milaca High School	159
35. Morris High School	155
36. Mounds View Irondale High School	340
37. Mounds View Senior High School	550
38. Mound Westonka High School	282
39. New Prague Senior High School	171
40. New Ulm High School	295
41. North Branch High School	97
42. North St. Paul Tartan High School	298
43. North St. Paul Senior High School	458
44. Oklee High School	32

<u>NAME OF SCHOOL</u>	<u>NUMBER FOLLOWED-UP</u>
45. Osseo Park Center Senior High School	497
46. Osseo Senior High School	390
47. Princeton High School	185
48. Richfield Senior High School	815
49. Rochester John Marshall High School	516
50. Rochester Mayo High School	511
51. Rockford High School	58
52. Roseau High School	107
53. Roseville Kellogg High School	564
54. Roseville Ramsey High School	538
55. Round Lake Public School	21
56. St. Cloud Apollo High School	551
57. St. Francis High School	135
58. St. James High School	148
59. St. Michael Albertville High	69
60. St. Paul Central Senior High School	373
61. St. Paul Harding High School	719
62. St. Paul Highland Park Senior High	557
63. St. Paul Humboldt Senior High School	206
64. St. Paul Mechanic Arts High School	177
65. St. Paul Monroe Senior High School	157
66. St. Paul Murray Junior-Senior High School	178
67. St. Paul Washington Senior High School	310
68. Shakopee Senior High School	197
69. South Washington County Park Sr. High	572
70. Spring Lake Park High School	265
71. Stillwater High School	578
72. Wells-Easton High School	101
73. White Bear Lake Mariner High School	328
74. White Bear Lake Senior High School	339
75. Windom Area High School	162
76. Winnebago High School	49
77. Worthington Senior High School	337

Note: The following schools used the assessment procedures described in this report but followed-up other than the Class of 1974.

<u>NAME OF SCHOOL</u>	<u>CLASS FOLLOWED-UP</u>	<u>NUMBER FOLLOWED-UP</u>
1. Lafayette High School	1972	62
2. Mentor High School	1972	21
3. Oklee High School	1972	35
4. Red Wing Central High School	1970	272

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